Information for continuing education (CE) credit

# 2020 Vizient/AACN Nurse Residency Program Annual Conference

Activity date: March 9 – 12, 2020

Course director: Course director: Evy Olson, MSN, MBA, RN

Vizient is committed to complying with the criteria set forth by the accrediting agencies in order to provide this quality course. To receive credit for educational activities, you must successfully complete all course requirements.

**Requirements**

1. Attend the course in its entirety
2. After the course, you will receive an email with instructions and an access code that you will need to obtain your CE credit
3. Complete the evaluation form no later than April 23, 2020

Upon successful completion of the course requirements, you will be able to print your CE certificate.

**Learning objectives**

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| M2 NRP Coordinator Training |
| Explain the components of the Nurse Residency Program, including the people, curriculum and structure. |
| Demonstrate how the Nurse Residency program fits into the organization and how it can be adapted as needed. |
| Demonstrate the tools and support needed to get started on a successful first year of the Nurse Residency Program. |
| T2 Keynote: The Art of Perception: Seeing What Matters |
| Recall participants’’ sense of critical inquiry. |
| Recognize the role of cultural competence in the workplace through the analysis of works of art. |
| Examine cognitive bias and how it affects decision making. |
| M1 Evidence-Based Practice and the NRP: Resources for Growing EBP in Your Program |
| Outline significance of evidence-based practice. |
| Identify resources that might be leveraged within or outside of your organization to support literature review, synthesis of literature and recommendation for change. |
| Demonstrate why the evidence-based practice project is a key component of the Vizient/AACN Nurse Residency Program TM. |
| T1 Getting on the same page: a grounded theory research study of nurse and physician development |
| Distinguish the three phases of practice development as described by nurses and physicians: education, early practice, later practice. |
| Review the relationships and connections of each phase of practice development. |
| T4:1 Resiliency Unfiltered: Making Yourself a Priority |
| Identify the benefits of caring for yourself in every way possible to promote resilience. |
| Discuss benefits of healthy boundaries with patients and family members. |
| Present techniques that can be used in daily practice to enhance the patient, family and nurse experience through empathy and engagement. |
| T4:2 Gaining and Maintaining Situation Awareness |
| Describe situation awareness. |
| Describe how to increase own situation awareness. |
| T4:3 Mirror-Mirror on the Wall: Coordinator Reflections Tell All |
| Describe how reflective practice is used as a program evaluation tool for NRP Coordinators. |
| List four strategies to improve a nurse residency program using reflective practice. |
| T5:1 Evidence Based Practice Projects – Taking the next step |
| Describe the five components of a scientific abstract. |
| Develop a dissemination plan. |
| Explain use of Calls for Abstracts/Author Materials/Author Submission Guidelines and scientific publication ethics for abstract or manuscript submission. |
| T5:2 GAMES: Generating activities that manifest engagement in seminars |
| Discuss how different teaching modalities can enhance resident engagement. |
| Implement fun strategies to enhance learning. |
| T5:3 Internal Transfers - New Unit? Same Nurse Residency |
| Discuss the unique educational challenges associated with employees transferring within a large, multi-site healthcare system. |
| Devise a process to ensure seamless transition for new graduate nurses transferring between Nurse Residency Programs in a large, multi-site healthcare system. |
| T6:1 Changing Behavior Through Feedback |
| Describe one strategy to improve the skill of providing feedback. |
| Explain one strategy to improve the skill of receiving feedback. |
| T6:2 I Will Survive! Defense Against Bullying |
| Describe the differences between incivility, bullying, and latera/horizontal violence. |
| Discuss the value of cognitive rehearsal as an intervention against incivility and bullying. |
| T6:3 Transitions: A Novel 5-Phase Progression to Independent Practice |
| Discuss the importance of a customized unit orientation guide for new nurse graduate transition to independent practice. |
| Utilize the 5-Phase Transitions guide to create a customized orientation program for your unit. |
| T7:2 Racing the Road Less Traveled |
| Identify key areas of inter-departmental travel for nurse residents. |
| Develop an interactive game to improve nurse residents’ knowledge of their work campus. |
| T7:3 Getting Connected to #Nurse Residency with Social Media |
| Identify ways social media can be utilized by a NRP to enhance communication and engagement with nurse residents. |
| Describe how to create a social media account that maintains nurse resident privacy and aligns with organizational policies. |
| T8:1 Engaging the Millennial: NRP Can Be Fun |
| Recognize 2 attributes of the Millennial learner. |
| Identify 3 teaching methods for engaging the Millennial resident. |
| T8:2 We Are Family: Understanding Broadened Through Interdisciplinary Education |
| Discuss the value of including interdisciplinary colleagues in Nurse Residency education. |
| Identify the areas of expertise of the interdisciplinary faculty of the Nurse Residency Program. |
| W1 The Power of Nursing: Yesterday, Today and Tomorrow |
| Discuss trends, challenges and opportunities in practice. |
| Discuss opportunities to increase nursing’s influence and impact. |
| W4:2 Narrative Nursing : Telling our stories and celebrating our nursing work |
| Discuss narrative pedagogy as a learning strategy. |
| Describe how to tell one’s story effectively. |
| Utilize stories to deepen one’s understanding of the nurses-patient relationship. |
| W4:3 Creating an EBP Culture through the Nurse Residency Program |
| Identify strategies to build an Evidence-Based Practice culture. |
| Describe institutional outcomes of supporting a nurse residency program. |
| W5:1 Working in partnership: Medical and Nurse residency EBP’s |
| Identify ways to implement collaboration between medical residents and nursing residents in Evidence Based Projects. |
| Describe barriers to coordinating medical and nurse residency EBP’s and 2 ways to overcome barriers. |
| W8:1 Get PREPared for a CCNE Accreditation Site Visit |
| Discuss tips and tricks organizations can implement for a site visit. |
| Analyze the need for detailed preparation. |
| W8:2 Follow the Yellow Brick “Path” for Precepting Residents |
| Prepare unit-based orientations based on the learning needs of the new graduate nurse using a Preceptor Orientation Pathway Template. |
| W9:1 Why You Can and Why It Matters: Accreditation |
| Explain the organizational value and importance of accreditation. |
| Describe the steps of the accreditation journey to formulate a plan. |
| W9:2 Preceptor Recognition of Excellence Program |
| Discuss components of a meaningful preceptor recognition program. |
| Identify how to plan, develop and implement a preceptor recognition program. |
| TH1:1 Mentor Rounding: Growing the Grads and Increasing Retention |
| Describe methods to improve mentorship within an organization. |
| Identify ways to help with early recognition of resident’s strengths and weaknesses to improve program outcomes and retention. |
| TH1:2 NYC Nurse Residency Consortium: A Public-Private Partnership Addresses Retention of New Nurses |
| Discuss return on investment (ROI), financially and professionally associated with Nurse Residency Programs. |
| Discuss the history, journey to implementation and lessons learned from creating the NYC Nurse Residency Consortium. |
| TH2:1 Moving Mentoring into the 21st Century! |
| Identify an innovative strategy to mentoring. |
| Explain instructional strategies to be used to engage learners in a live demonstration of mentoring online platform. |
| TH2:2 Expansion of an Academic Medical Center Residency to a Health System Community Hospital |
| Identify starting points to expand a residency program within a health system. |
| Discuss potential obstacles and how to overcome them. |
| TH3:1 Career Coaching for the Newly Licensed Nurse |
| Identify organizational tools that can be adapted for professional development of a newly licensed nurse. |
| TH3:2 Incorporating AACN/Vizient into an Existing Pediatric Nurse Residency |
| Describe how to combine AACN/Vizient with existing nursing residency programs. |
| Discover methods to create high performing, committed nurse residents in any specialty. |



**Joint Accreditation Statement:**

In support of improving patient care, Vizient, Inc. is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC) to provide continuing education for the healthcare team.

**Designation Statements:**

#### NURSING

This program is designated for 15.50 hours.

**CONFLICT OF INTEREST/CONTENT VALIDATION POLICY:**

As an accredited provider of continuing medical education/continuing education Vizient is dedicated to ensuring balance, independence, objectivity, and scientific rigor in all of its CME/CE activities. Vizient requires all potential faculty and program planners, in advance, to disclose financial relationships with relevant commercial interests. Vizient uses that information to determine whether prospective contributors have potential conflicts of interest. If significant relationships are disclosed, Vizient assesses how those potential conflicts of interest may affect CME/CE content. Vizient requires that all conflicts of interest be resolved prior to participation in the activity. Vizient is committed to resolving potential conflicts of interest, although if contributors have significant relationships that cannot be reconciled, Vizient reserves the right to prohibit participation. Faculty presenters are also expected to disclose any discussion of (1) off-label or investigational uses of FDA approved commercial products or devices or (2) products or devices not yet approved in the United States.

### DISCLOSURE STATEMENTS:

### Current accrediting agency guidelines and Vizient policy state that participants in educational activities should be made aware of any affiliation or financial interest that may affect the presentation and if there will be any discussion of unapproved or investigative use of commercial products/devices. Each planning committee member, reviewer and speaker has completed a Disclosure of Relevant Financial Relationships form.

Relevant financial relationships: None of the planning committee members or presenters have anything to disclose.

### Planning committee members

Vickie Adams, MSN, RN-BC  
Education Specialist  
The University of Kansas Hospital

Donna Bear, MSN, RN  
Nursing Professional Development Specialist  
Bon Secours Health System

Lois Book, BSN, EdD, MS, RN  
Clinical Education Team Lead  
Tampa General Hospital

Elizabeth Capobianco, MS, RN  
Nurse Residency Program Coordinator  
NYU Langone Health

Deborah Davis, MSN RN  
Clinical Program Manager Nurse Residency Program  
Grady Health System

Kelly Gallagher, MSN, RN  
Director of Nurse Residency Program  
Penn Medicine

Jessica Hanes, MSN, RN  
Clinical Educator  
Bryan Health

Heather Lachiewicz, MSN, RN, CCRN CNML NE-BC  
Education Coordinator  
Emory Healthcare

Katherine Parker, MEd, BS, RN, BC  
Nurse Educator  
VCU Health

Nikki Sawyer, BSN, RN  
Clinical Educator  
CarolinaEast Health System

Lois Scipione, MSN, NPD- BC, RN-BC  
Nurse Residency Program Coordinator  
Temple University Hospital

Jo-Anne Senneff, MSN, RN, CCRN-K  
Coordinator/Lead Facilitator of the Nurse Residency Program  
Houston Methodist Health System

Katie Davis, MS-HSM, BSN, RN  
Director, Nursing Programs  
Vizient Inc.

Evy Olson, MSN, MBA, RN  
Senior Director, Nursing Programs  
Vizient Inc. 

### Reviewer

Evy Olson, MSN, MBA, RN  
Vizient approved nurse planner  
Senior Director, Nursing Programs  
Vizient Inc.

### Presenters

Krista Gerling, BSN, RN, CMSRN  
Nurse Residency Associate  
SUNY Upstate University Hospital

Stacie Walsh, MSN, RN, CMSRN, WCC  
Education Specialist  
Yale New Haven Hospital

Stephanie DeMaio, MSN, RN, CMSRN  
Education Specialist  
Yale New Haven Hospital

Richard James, MLSIS  
Nursing Liaison Librarian  
University of Pennsylvania Biomedical Library

Angela Renkema, MPH, BSN, CPH, RN-BC  
NRP Programmatic Advisor  
Vizient Inc.

Meg Ingram, MSN, RN  
NRP Programmatic Advisor  
Vizient Inc.

Alaina Tellson, PhD, RN-BC, NE-BC  
System Director Nursing Research  
Baylor Scott & White Health

Faith Cantrell, MSN, RN-BC  
Nurse Residency Program Coordinator  
UCHealth Northern Colorado Region

Cathy Krsek, MSN, MBA, RN, FAAN  
Vizient Contractor  
Vizient Inc.

Katie Osborn, PhD, MS, BSN  
Vizient Contractor  
Vizient Inc.

Robyn Setter, MSN, RN, NPD-BC  
Vizient Contractor, Education Specialist  
The University of Kansas Hospital

Julie Cerese, PhD, RN  
Group Senior Vice President, Performance Management & National Networks  
Vizient Inc.

Amy Herman, MA, JD  
President  
The Art of Perception

Rebecca Moburg, MSN, RN, NE-BC  
Director of Patient Experience  
The University of Kansas

Jason Chancey, MSN, CEN, CFRN  
Director of Clinical Education  
Baptist Health Care

Kelly Gallagher, MSN, RN-BC, NE-BC  
Director, Nurse Residency Program  
Penn Medicine

Karen Ulmer, MSN, RN, RNC-OB, NPD-BC  
Clinical Nurse Education Specialist  
Penn Medicine

Margaret Stein, MSN, RN, NPD-BC  
Nursing Professional Development Specialist  
Penn Medicine

Allison Healy, MSN, RN-BC  
Clinical Nurse Leader  
Penn Medicine

Wendy Luca, MSN, RN, OCN  
Professional Development Specialist  
Penn Medicine

Lisa Iozzo, BSN, RN-BC  
Nursing Professional Development Specialist  
Penn Medicine

Joann Mick, PHD, RN-BC, NEA-BC, EBP-C  
Nurse Scientist  
Memorial Hermann Health System

Carol Shaw, DNP, RN  
Education Consultant; Site Coordinator RN Residency Program  
Cincinnati Children's Hospital

Brianna Blackburn, MSN, RN, CMSRN, NPD-BC  
Clinical Education Specialist

UPMC Pinnacle

Diane Murphy, MSN, RN, NPD-BC, PCCN-K  
Nursing Professional Development Specialist  
Penn Medicine

Christine Hockenbury, MSN, RN, NPD-BC, IBCLC  
Nursing Professional Development Specialist  
Penn Medicine

Carrie McDermott, PHD, RN, CNS, ACNS-BC  
Director, Residency Programs  
Emory Healthcare

Wendy Hathaway, DNP, RN, CAPA  
Education Coordinator  
Emory Healthcare

Valarie Grumme, PhD RN CC  
Director of Education  
Memorial Healthcare System

Anthony Gonzalez, MSN, RN, CCRN-K  
Director – MHS Nurse Residency Program  
Memorial Healthcare System

Lauren Raynor, MS, RN  
Education Specialist-Nurse Residency Program  
Greater Baltimore Medical Center

Theresa DiSeta, MSN, RN  
Education Specialist-Nurse Residency Program  
Greater Baltimore Medical Center

Roxann Hurkamp, BSN, RN, CCRN-K  
Interim Clinical Program Manager Nurse Residency Program  
Greater Baltimore Medical Center

Sarah Hardacker, MSN, RN  
Nursing Professional Development Specialist  
The Children's Hospital of Philadelphia

Johanna Romero DeSlavy, CRRN-BC, RN-BC  
NRP Coordinator/NPD Specialist  
MedStar Good Samaritan Hospital

Joy Burke, MSN, CCRN, RN-BC  
Education Specialist/NRP Facilitator/Faculty  
MedStar Good Samaritan Hospital

Heather Lachiewicz, MSN, RN, CCRN, CNML, NE-BC, RN-BC  
Education Coordinator  
Emory St. Joseph’s Hospital

Deb Trautman, PHD, RN, FAAN  
President and Chief Executive Officer  
The American Association of Colleges of Nursing (AACN)

Reynaldo Rivera, DNP, RN, NEA-BC, FAAN  
Director of Nursing Research & Innovation  
New York Presbyterian

Joyce Fitzpatrick, PhD, MBA, RN, FAAN, FAANP, NNAP  
Director of the Marian K. Shaughnessy Nurse Leadership Academy  
Case Western Reserve University School of Nursing

Jeanette Palermo, MSN, RN-BC  
Professional Development Specialist  
Thomas Jefferson University Hospital

Catherine Levonian, PHD, MPH, RN  
Professional Development Specialist  
Thomas Jefferson University Hospital

Aileen Bolliger, MSN, RN  
Nursing Professional Development Supervisor / Transition to Practice Coordinator  
Baylor Scott & White Health

Vickie Adams, MSN, RN, NPD-BC  
Education Specialist  
The University of Kansas Hospital

Caroline Black, MSN, RN, PCCN  
Education Specialist  
The University of Kansas Hospital

Margaret Brennan, MA, RN, OCN  
Nursing Professional Development Specialist  
Memorial Sloan Kettering Cancer Center

Jessica Phillips, MSN, RN-BC  
Manager, Nursing Professional Dev; NRP Director  
UCLA Health

Christina Brenn, MSN, RN, CPEN  
CARE Ladder and Continuing Education Coordinator  
Akron Children’s Hospital

Laura Boggs, MSN, RN, CPN  
General Nursing Orientation Coordinator  
Akron Children’s Hospital

Mary Rose Papciak, MPA, BSN, RN, NEA-BC  
Program Director, Professional Nursing Practice Innovation  
New York Presbyterian

Elizabeth Capobianco, MS, RN-BC  
Nursing Professional Development Specialist  
NYU Langone Health

Kristina Rivera, MA, MSN, RN-BC  
Nursing Professional Development Specialist  
Lucile Packard Children’s Hospital Stanford

Janette Moreno, DNP, RN, NEA-BC, CCRN-K  
Director of Professional Development and Clinical Education  
Lucile Packard Children’s Hospital Stanford

Lindsey Bomke, MSN, RN  
Director of Clinical Education  
Sandoval Regional Medical Center

Claudia Phillips, MSN-ED, RN, CEN, CPEN  
SRMC Nurse Residency Co-Coordinator  
Sandoval Regional Medical Center

Cynthia Rittenhouse, DNP, RN-BC, EBP-C  
Education Resource Specialist III  
Memorial Hermann Healthcare System

Laura Douglas, MSN, RN-BC, CCRN-K  
Education Resource Specialist  
Memorial Hermann Healthcare System

Emily Rocha, MSN, RN, NE-BC, CCRN-K  
Director of Education & Magnet Program  
Memorial Healthcare System – Joe DiMaggio Children’s Hospital